REPUBLIC OF KENYA

Kenya National Development Programme

NATIONAL EDUCATION VISION

SHULE YA TAIFA

The Nation's School

The Comprehensive School Standard · Academic · Technical · Creative · Physical
Kindergarten · Lower Primary · Upper Primary · Standard 8 National Examination
The School as a Building · Catchment and Enrollment · Teachers and Standards
The Kenya Schools Building Programme · Education Financing

Kenya National Development Programme · 2026

A STATEMENT OF INTENT

The school is the most powerful physical statement a society makes about whether it believes in its own children. Every school in Kenya built to the same standard — the same pool, the same science laboratory, the same theatre, the same football pitch, the same music room — is a declaration that the child in Turkana and the child in Karen are equally valuable, equally capable, and equally deserving of the conditions in which human potential develops. That declaration, made in concrete and glass and water and light, is the foundation of this programme.

Kenya's education system has historically sorted children by geography and by wealth before they have had a chance to discover who they are. The child born in a well-resourced constituency attends a school with a library. The child born forty kilometres away attends a school with a blackboard and a leaking roof. Both children sit the same examination. The result is presented as a measure of individual ability. It is nothing of the kind. It is a measure of infrastructure.

This programme ends that. Not by lowering the standard of the best schools — by raising every school to the standard the best schools currently approximate. One standard. No exceptions. No tiers. No variation between the child whose parents drive them to school and the child who walks barefoot.

The curriculum this programme builds around is not the narrow examination factory that 8-4-4 became in its degraded form. It is the vision that 8-4-4 had at its origin — and that was stripped away by fiscal pressure, political neglect, and the gradual reduction of education to a single number on a certificate. A school that teaches woodwork and swimming and pottery and drama and computer science and agriculture and music alongside mathematics and science and language is not a school that has lost academic focus. It is a school that understands that human beings are more than the sum of what they can recall under examination conditions.

Shule Ya Taifa. The Nation's School. Every child. Every ward. One standard.

SECTION 1: THE SCHOOL STRUCTURE

Kenya's public school system is restructured around a single comprehensive model — one that treats academic, technical, creative, and physical education as equally serious and equally resourced. The structure is straightforward: two years of kindergarten, eight years of primary school, with a national examination at the end of Standard 8. Kindergarten and primary school share a campus in most cases — the child enters the school gate at age four and leaves at age fourteen knowing who they are and what they are capable of.

THE STRUCTURE	Kindergarten: 2 years (ages 4–6) · Lower Primary: Standards 1–3 (ages 6–9) · Upper Primary: Standards 4–7 (ages 9–13) · Examination Year: Standard 8 (age 13–14) · Exit to secondary school.

1.1 The Comprehensive School Philosophy

The comprehensive school model takes its inspiration from the best of what 8-4-4 intended before it was reduced to examination preparation, and from the Scandinavian tradition of treating the full development of the child as the school's purpose. A child who passes through this system will have: read widely and written regularly in three languages; solved problems mathematically and scientifically; built something with their hands in wood and metal; grown food and cooked it; sung, played an instrument, and performed; swum, run, and competed in multiple sports; used computers as creative and analytical tools; and encountered art, pottery, drama, and film as genuine disciplines rather than afternoon afterthoughts.

None of this is in conflict with academic rigour. The child who can build a joint in a woodwork bench has learned precision, patience, and the relationship between plan and execution — skills that make her a better mathematician. The child who has performed on stage has learned to manage anxiety, project confidence, and read a room — skills that make him a better advocate for himself in every subsequent setting. The comprehensive school is not a diluted academic school. It is a more complete one.

1.2 School Size and Streams

Every public school in Kenya operates a minimum of two streams at every year level. A stream is one class. The minimum school is a two-stream school.

Parameter	Specification
KG Class Size	20 pupils per class. Two streams minimum = 40 children per year level = 80 children total in the KG.
Primary Class Size	30 pupils per class. Two streams minimum = 60 children per year level = 480 children in Standards 1–8.
Minimum School Population	80 KG + 480 Primary = 560 children. This is the minimum viable school for the full facility standard.
3-Stream School	120 KG + 720 Primary = 840 children. The standard urban ward school.

4-Stream School	160 KG + 960 Primary = 1,120 children. High-density urban areas only.
Maximum Streams	Four streams per year level. Above 4 streams a school loses its community character. A new school is built rather than expanding an existing one beyond 4 streams.

THE EQUALITY STANDARD	A 2-stream school in Turkana and a 4-stream school in Westlands are built to identical facility specifications per stream and per child. The 4-stream school has more classrooms and a larger dining hall — because it has more children. Every other facility — the pool, the theatre, the science lab, the woodwork workshop, the music room — is built to the same standard regardless of the number of streams. There is no small-school version and large-school version of the Kenya School Standard. There is one version.

SECTION 2: CATCHMENT AND ENROLLMENT

The catchment system is the mechanism by which children are allocated to schools. Get it wrong and the entire premise of the equal standard collapses — because parents with resources will game any system that allows preference, and the schools that attract the most motivated parents will develop advantages that compound over time regardless of the physical standard. The programme adopts geographic catchment as the foundation, with a single structured exception for working parents.

2.1 Geographic Catchment — The Primary Rule

Every public school serves a defined geographic catchment zone — a specific area of land whose boundaries are drawn by the county education office to ensure that every child in the zone can reach the school within a reasonable walking or cycling distance. In urban areas this is typically a radius of 1 to 2 kilometres. In rural areas the catchment is larger and transport arrangements are made where the distance exceeds 3 kilometres on foot.

Every child in the catchment zone has an unconditional right to enroll at the catchment school. No entrance examination. No interview. No donation. No assessment of the parent's connections or social standing. The child lives in the zone — the child attends the school. This right cannot be withdrawn, traded, or qualified.

The geographic catchment means that every school's intake reflects the demographic of its surrounding community. A school in a mixed-income area serves mixed-income children. A school in a predominantly pastoralist ward serves pastoralist children. This is by design. The school is a community institution, not a selective institution. The buildings are equal. The teachers are equally qualified. The child in the catchment is equally entitled.

2.2 The Working Parent Exception

One structured exception to geographic catchment is permitted: a parent who works in a different part of the city or county from where they live may apply to enroll their child at the school closest to their workplace rather than the school in their residential catchment zone. This exception exists because the practical reality of dropping a child at school in the morning and collecting them in the evening is heavily constrained by commute and work location, particularly for lower-income working parents who cannot afford to pay a third party for school collection.

Element	Detail
Eligibility	Any parent or guardian who can demonstrate by employment contract, business registration, or payslip that their primary place of work is within the catchment zone of the requested school.
Application	Annual application to the county education office before enrollment season. Approved on first-come basis within the school's available enrollment capacity after all residential catchment children are placed.
Priority Order	1. Residential catchment children (unconditional right). 2. Working parent exception applicants in order of proximity of workplace to school. 3. Any remaining places open to general inter-catchment application by ballot.

Non-Gaming Clause	The working parent exception cannot be used to circumvent catchment on the basis of school preference. A parent who applies claiming workplace proximity but whose employer address is found to be falsified is permanently barred from the exception and the case is referred for investigation.

2.3 The Anti-Gaming Principle

The entire value of the equal standard is destroyed if parents with resources can concentrate their children in certain schools. The geographic catchment, rigorously enforced, is the primary anti-gaming mechanism. Supporting it: no school in the public system may hold an entrance examination, conduct an interview, or accept any donation or contribution as a condition of enrollment. A principal who operates an informal selection process is committing a disciplinary offence. A parent who offers a donation in exchange for enrollment is committing an offense under the Education Act.

The most powerful anti-gaming mechanism in the long run is the equal standard itself. When the school in Kayole and the school in Kilimani have the same pool, the same science laboratory, the same quality of teacher, and the same examination results, there is no advantage to be gained by gaming the catchment. The urgency to game disappears when the prize for gaming disappears.

SECTION 3: KINDERGARTEN — THE FIRST TWO YEARS

Kindergarten is two years. The child enters at age four and moves to Standard 1 at age six. These two years are the most developmentally significant in the school journey — the window in which language acquisition is fastest, in which the habits of curiosity and social engagement are formed, and in which the child's relationship with learning itself is established as either a source of joy or a source of anxiety. The kindergarten programme is designed entirely around the first of those two outcomes.

There are no formal examinations in kindergarten. There are no grades. There are no rankings. There is observation, documentation, and the extension officer equivalent — the kindergarten teacher who knows each child's developmental trajectory and communicates it to parents in plain language. The child is not assessed against a standard. The child is seen as an individual.

3.1 Daily Life in the Kindergarten

The kindergarten day is structured around alternating periods of guided activity and free play, outdoor time and indoor time, group engagement and individual exploration. The Scandinavian principle — that a child who has played freely and completely is a child who can concentrate — governs the timetable. No KG child sits at a desk for more than 30 minutes without a break involving physical movement.

Period	Detail
Morning Gathering	30 minutes. Circle time. Attendance, day of week, weather observation, a story, a song. The social ritual that begins every KG day everywhere in Kenya at the same moment. Building shared national identity through shared practice.
Guided Literacy	45 minutes. Reading and writing foundations — letter recognition, phonics, early reading, mark-making progressing to letter formation. In both English and Kiswahili from Day 1. Small groups of 5–7 children with the teacher while others work independently.
Outdoor Time	60 minutes minimum per day. The outdoor classroom — sandpit, planting beds, physical play structures, open field for running, games, and physical education foundations. Rain does not cancel outdoor time. Appropriate clothing is the solution.
Creative Activity	45 minutes. Rotating weekly: drawing and painting, clay and playdough modelling, collage and construction, music and movement, dramatic play and dress-up. No finished product is required. The process is the learning.
Numeracy Play	30 minutes. Counting, sorting, pattern recognition, shape — through physical objects, games, and song. No worksheets in KG numeracy. Hands on objects.
Story and Rest	After lunch: a 20-minute story read aloud by the teacher, followed by 30–45 minutes rest in the nap room for KG Year 1. KG Year 2 transitions from nap to quiet reading time.
Afternoon Free Play	45 minutes. Child-directed activity inside or outside. The teacher observes and documents rather than directs.

3.2 The Kindergarten Curriculum

Kindergarten has no subject timetable in the primary school sense. It has developmental domains — broad areas of growth that the programme nurtures simultaneously rather than in isolation.

Domain	Programme
Language and Literacy	English and Kiswahili oral language from enrollment. Letter recognition and phonics in both languages by end of KG Year 1. Early reading — sight words, short sentences — by end of KG Year 2. Mark-making from Day 1; letter formation by end of KG Year 2. Storytelling, listening, and verbal expression every day.
Mathematical Thinking	Number sense to 20 by end of KG Year 1; to 100 by end of KG Year 2. Counting, grouping, comparing, sequencing, simple patterns. All through physical objects and games — no abstract numerals until the concept is embodied.
World and Environment	The child's immediate environment: the school, the neighbourhood, the weather, the seasons, plants and animals. Nature walks. The school kitchen garden. Basic observation and recording — drawing what you see, not what you imagine.
Physical Development	Gross motor: running, jumping, climbing, throwing, catching, balance. Fine motor: drawing, cutting, clay work, threading, pouring. The physical foundation for everything — including writing, which is a fine motor skill first.
Creative Expression	Visual art in multiple media. Music — singing, percussion, movement to rhythm. Dramatic play — dressing up, role play, puppet theatre. The child who plays the wolf in the story is learning narrative, empathy, and physical expression simultaneously.
Social and Emotional Learning	Sharing, taking turns, resolving disagreements with words, recognising emotions in self and others, helping and being helped. The social curriculum that makes the academic curriculum possible.

3.3 The Kindergarten Day — Numbers

KG Year 1: 20 children, 1 class teacher, 1 teaching assistant. The 1:10 ratio is not a luxury — it is the developmental requirement of this age group. A four-year-old cannot wait. A four-year-old who is not seen becomes disengaged. The teaching assistant exists to ensure that no child in the KG is invisible.

KG Year 2: 20 children, 1 class teacher, 1 teaching assistant transitioning toward the primary model as children develop greater independence.

SECTION 4: LOWER PRIMARY — STANDARDS 1 TO 3

Lower Primary is three years — Standards 1, 2, and 3, ages 6 to 9. These are the years in which the foundations of everything are laid: reading fluently, writing coherently, and calculating confidently. Every other subject in the school depends on these three abilities. A child who cannot read by the end of Standard 3 is not ready for the Upper Primary curriculum. This is not a statement about the child's intelligence. It is a statement about the sequence of learning, and the school's responsibility to identify and address reading difficulties early enough to prevent them becoming permanent barriers.

4.1 The Primacy of Literacy and Numeracy

In Lower Primary, reading and writing are not one subject among many. They are the medium through which every other subject is taught. The child learns to read through stories about geography. She learns to write through recording science observations. He learns numeracy through measuring the classroom and calculating how many tiles it would take to floor it. The timetable allocates the largest single block of each day to literacy and numeracy, but literacy and numeracy permeate every hour of every subject.

By the end of Standard 3, every child should: read a book written for their age group with fluency and comprehension in English; read and write in Kiswahili at an equivalent level; write a paragraph of continuous prose with basic punctuation; and perform the four operations on numbers up to 1,000 without a calculator. These are the non-negotiable exits from Lower Primary. A child who has not reached them is not failed — they are supported until they do.

4.2 The Lower Primary Timetable

Subject	Approach and Time Allocation
English Literacy	Daily. 60 minutes. Phonics consolidation (Std 1), fluency reading (Std 2), comprehension and paragraph writing (Std 3). Daily reading aloud from the class reader — every child reads aloud to the teacher at least once a week.
Kiswahili	Daily. 45 minutes. Parallel to English literacy — Kiswahili is not a second-class subject. Reading and writing in Kiswahili proceeds at the same pace as English.
Mathematics	Daily. 60 minutes. Number, measurement, geometry, data — concretely first, abstract second. Manipulatives in every classroom: counters, measuring tapes, geometric shapes, weighing scales.
Integrated Science	3 times per week. 45 minutes. The natural world — plants, animals, weather, the human body — explored through observation and simple experiment. The KG habit of looking carefully at the world is formalised.
Social Studies	3 times per week. 45 minutes. The child's community, Kenya's geography at county level, basic civics — who makes decisions, how they are made, what rights children have.
Physical Education	Daily. 45 minutes. Fundamental movement skills — running, jumping, throwing, catching, balancing, coordination. Introduction to team games. Swimming from Standard 1 — one session per week in the school pool. Every child learns to swim.

Basic Culinary	Once per week. 45 minutes. The school kitchen — washing hands, basic food hygiene, identifying ingredients, simple preparation: cutting fruit, making a salad, cooking a simple grain dish. Food as knowledge, not just consumption.
Art and Pottery	Once per week. 45 minutes. Drawing, painting, clay work. The fine motor skills developed in KG extended into disciplined practice. A finished piece per term exhibited in the classroom.
Music	Twice per week. 45 minutes. Singing, basic rhythm and percussion, introduction to the recorder or simple melodic instrument. Kenyan traditional music alongside international repertoire. Every child sings.
Agriculture	Once per week. 45 minutes. The school farm plot — planting, watering, weeding, harvesting. The child connects the food in the culinary class to the soil it came from. Connects the school to the cooperative extension officer.

THE READING GUARANTEE	Every child in Kenya who has attended Standards 1–3 of a public school can read. This is the programme's most fundamental commitment and its most measurable. A national reading assessment at the end of Standard 2 — not a ranking examination, a diagnostic tool — identifies children who need additional support before Standard 3. The support is provided in school, by a specialist reading teacher deployed to every school, during the school day. The child does not fall through and arrive at Standard 4 unable to read. That failure ends here.

SECTION 5: UPPER PRIMARY — STANDARDS 4 TO 7

Upper Primary is four years — Standards 4, 5, 6, and 7, ages 9 to 13. These are the years of the comprehensive bombardment. Every subject, every sport, every art form, every practical skill — encountered at least once across the four years, many multiple times as the child develops competence and, in some domains, discovers genuine passion. The philosophy is deliberate: do not ask a nine-year-old to specialise. Ask them to encounter everything. Let them find themselves across the full range of human capability before a single examination narrows the frame.

There are no streaming by ability in Upper Primary. No express class. No remedial class. One class, mixed ability, taught by teachers who know how to differentiate within the room rather than segregate children into permanent tracks. The child who will become a mathematician sits next to the child who will become a welder. Both of them are in the right place.

5.1 The Academic Subjects

Subject	Approach and Time Allocation
Mathematics	Daily. 60 minutes. Number theory, algebra foundations (Std 6–7), geometry, statistics and probability, measurement, financial mathematics. Calculator introduced in Std 5 for complex computation — but mental arithmetic and estimation maintained as daily practice.
English Language	Daily. 60 minutes. Literature (novels, poetry, drama — African literature centred), composition and essay writing, grammar and mechanics, public speaking and debate. Every child delivers a prepared speech to the class at least once per term from Std 4.
Kiswahili	Daily. 45 minutes. Literature, composition, grammar. Kiswahili is taught with the same academic rigour as English — not as a soft option or a subject to coast through.
Integrated Science	4 times per week. 60 minutes. Biology (cells, plants, animals, human body, ecology), Chemistry (matter, reactions, materials), Physics (forces, energy, electricity, waves) — taught as an integrated discipline in Std 4–5, beginning to separate into defined science domains in Std 6–7 to prepare for secondary school.
Social Studies	3 times per week. 45 minutes. Kenyan history in full — pre-colonial civilisations, the Swahili coast, colonisation, independence, post-independence political history including the difficult chapters. African history. World geography. Civics and the constitution. Economics at basic level.
Second Foreign Language	3 times per week. 45 minutes. One language from: French, Arabic, German, or Mandarin — selected per school based on regional relevance. Swahili coast schools have a strong case for Arabic. Western Kenya for French (East African Community). Urban schools for Mandarin.
Religious Education	Once per week. 45 minutes. Three tracks: Christian Religious Education, Islamic Religious Education, and Ethics and Philosophy (secular). Parents register their child's track at enrollment. All three tracks cover ethics, comparative religion, and philosophy of human values — not only doctrinal instruction.

5.2 The Technical and Practical Subjects

Subject	Approach and Time Allocation
Woodwork	Once per week. 60 minutes. Hand tools in Std 4–5: marking, sawing, chiselling, joining. Power tools introduced under supervision in Std 6–7. A finished project per term — a stool, a box, a shelf. The project is assessed on precision and finish, not artistic ambition. This is technical education.
Metalwork	Once per week. 60 minutes. Bench metalwork — filing, drilling, tapping, soldering. Sheet metal work. Introduction to welding in Std 7 under supervision. A finished metal project per term.
Technical Drawing	Once per week. 45 minutes. Freehand sketching, orthographic projection, isometric drawing. The visual language of engineering and design. Connects woodwork and metalwork to planned, measured construction.
Computer Science	Twice per week. 45 minutes. Digital literacy (Std 4–5): typing, word processing, spreadsheets, internet safety. Programming fundamentals (Std 6–7): block coding progressing to Python basics. Data, algorithms, and computational thinking as a way of approaching problems.
Agriculture	Once per week. 60 minutes. The school farm plot extended: crop science, soil testing, simple irrigation, pest management, basic animal husbandry. The extension officer visits the school once a month — the agricultural lesson connects directly to the cooperative and food security programme.
Home Science / Life Skills	Twice per week. 45 minutes. Cooking, nutrition, textiles, home management — reframed as Life Skills and taught to all children regardless of gender. The culinary laboratory is used fully. Every child cooks a full meal by the end of Std 7. Financial literacy, health and hygiene, and first aid are integrated.
Basic Electronics	Once per week in Std 6–7. 45 minutes. Circuit theory, component identification, breadboard prototyping, simple sensor projects. The technical complement to computer science.

5.3 The Creative Subjects

Subject	Approach and Time Allocation
Visual Art	Once per week. 60 minutes. Drawing, painting (watercolour, acrylic, oil in Std 6–7), printmaking, mixed media. Art history — African art traditions, Kenyan artists, international movements. A portfolio built over the year, exhibited termly.
Sculpture and Pottery	Alternating with Visual Art, once per fortnight. 60 minutes. Clay work, kiln firing, sculpture in found materials. The pottery room and kiln are in continuous use. The child's hands make things that last.
Music	Twice per week. 45 minutes. Instrument instruction — every child learns one instrument to basic playing level by end of Std 7. Instruments offered: keyboard/piano, guitar, recorder, violin, traditional percussion (ngoma, orutu, nyatiti depending on region). Music theory — reading notation, basic harmony. School choir — voluntary but encouraged. School band formed from Std 6 onwards.
Drama and Theatre	Once per week. 45 minutes. Improvisation, script reading, character development, movement and stagecraft. A class production each term — performed to the school. A full school production each year performed in the

	school theatre.
Creative Writing	Integrated into English lessons but also given a dedicated fortnightly period in Std 5–7. Fiction, poetry, memoir, journalism. The school literary magazine — one issue per term, edited by Standard 7 pupils.
Film and Photography	Std 6–7 only. Once per fortnight. 45 minutes. Composition, lighting, basic editing using school equipment. A short film produced per class per year — screened at the school film night. Documentary, fiction, and animation as three genres encountered.

5.4 Physical Education and Sport

Physical education is not an optional extra. It is a daily commitment. The Kenya School Standard treats physical fitness, sporting skill, and competitive sport as academic subjects — taught by qualified PE teachers, assessed, and reported on with the same seriousness as mathematics. The school's sports programme runs across two tiers: the curriculum (all children, all sports, no selection) and the representative (the school teams that compete at ward, county, and national level).

5.4.1 Curriculum PE — All Children, All Sports

Every child in Upper Primary receives physical education every day — 45 minutes minimum. The curriculum rotates across sport categories across the year so that every child encounters every sport at least once across the four years of Upper Primary.

Football	Full-year curriculum sport. Techniques, tactical understanding, 5-a-side and 11-a-side. The most played sport in Kenya taught properly.	
Rugby	Tag rugby in Std 4–5. Contact rugby introduced at Std 6 with full safety protocols. Sevens format for school competition.	
Athletics	Track: sprints (100m, 200m, 400m), middle distance (800m, 1500m), relays. Field: long jump, high jump, triple jump (Std 6–7), shot put, discus, javelin. Every child competes in the school athletics day annually.	
Basketball	Techniques, rules, full game. Two courts on campus — used daily. School team competes at ward level from Std 5.	
Volleyball / Netball	Both taught. Volleyball for mixed teams, netball for structured competition. Core skills and rules for both.	
Swimming	Weekly from Standard 1. In Upper Primary: strokes (freestyle, backstroke, breaststroke, butterfly by Std 7), turns, dives, basic lifesaving. Every child who completes Standard 7 can swim 100m continuously. No exceptions.	

Tennis / Badminton	Court sports taught in rotation. Racket skills, rules, match play. Badminton in Std 4–5, tennis developing from Std 5.	
Cricket	Seasonal. Batting, bowling, fielding fundamentals. The cricket pitch used for athletics field events when not in cricket season.	
Hockey	Seasonal. Stick skills, rules, small-sided games.	
Combat Sports	Std 5–7: non-contact boxing (technique, fitness, discipline — no sparring in primary school), basic judo (falls and basic throws under qualified instruction). Traditional Kenyan wrestling in Std 4–5 as cultural and physical education.	
Indigenous Games	One term per year. Traditional Kenyan games — bao, ajua, traditional running and jumping games — as physical education and cultural connection. These are not novelties. They are disciplines.	

5.4.2 Representative Sport — The School Teams

Every school operates representative teams in a minimum of six sports. Children are selected for school teams from Standard 4 onwards based on ability and commitment — not based on family connection or teacher favouritism. Selection trials are conducted by the PE department and the results posted publicly.

The county schools sports calendar operates termly competitions at ward, sub-county, county, regional, and national level. A child who represents their school at national level has achieved something of genuine significance — not a participation trophy, but competitive selection through a functioning meritocratic pathway.

5.4.3 Talent Identification and Development

Children showing exceptional aptitude in any sport or creative art form are identified by Standard 5 and connected — while remaining in their school — to the county sports development programme, the national performing arts programme, or the relevant specialist development pathway. The school does not release them early. They continue the full curriculum. But their specialist development is augmented by county and national programme coaching from Standard 5 onwards. The school is the base. The specialist programme is the supplement.

SECTION 6: STANDARD 8 — THE NATIONAL EXAMINATION

Standard 8 is the examination year. One year. Eight subjects examined. Best five results count as the Kenya Primary Certificate grade. The child exits primary school at age thirteen or fourteen with a certificate that reflects their strongest academic performance — not a blunt average across all subjects that rewards uniformity and penalises the child whose gifts are concentrated rather than spread.

6.1 The Examined Subjects

Subject	Examination Format
Mathematics	Compulsory. Written examination: 2 hours 30 minutes. Multiple choice (40 marks), structured questions (40 marks), problem-solving (20 marks).
English	Compulsory. Three papers: Composition (60 minutes), Comprehension and Language Use (60 minutes), Oral assessment conducted in Term 2 (recorded and marked externally).
Kiswahili	Compulsory. Same structure as English — Composition, Comprehension, Oral.
Integrated Science	Compulsory. Written examination 2 hours plus a practical component conducted at school: a laboratory investigation marked by the school's science teacher against a national marking guide, externally moderated.
Social Studies	Compulsory. Written examination: 2 hours. History, geography, and civics integrated.
Creative and Technical Arts	Portfolio examination. The child submits: one visual art portfolio (10 best pieces from Standards 6–7), one technical project (woodwork or metalwork with technical drawing), and one creative writing portfolio (5 best pieces). Marked by an external moderator against national standards.
Physical Education	Practical assessment conducted across Terms 1 and 2: swimming assessment (100m continuous), athletic performance (best two events), and a skills assessment in one chosen team sport. Marked against national benchmarks.
Elective	One from: Second Foreign Language / Agriculture / Home Science and Life Skills / Religious Education. Each examined in a format appropriate to the subject — written examination for Language and RE, practical assessment for Agriculture and Home Science.

THE BEST FIVE RULE	Eight subjects are examined. The five best results count. A child strong in mathematics, science, and technical arts but weaker in language composition is not penalised for it. A child with exceptional creative and language ability but modest mathematical confidence can present their best five accordingly. The certificate reflects genuine strength. It does not punish the child for the subjects in which they are human.

6.2 Standard 8 as a Year — Not Only an Examination

Standard 8 is an examination year but it is not only an examination year. The full curriculum continues — PE, music, drama, agriculture, woodwork. No school is permitted to suspend these subjects in Standard 8 to focus on examination preparation. The examination is designed to be passable by a child who has received the full curriculum throughout Standards 1–7. A school that drills examination technique at the expense of the full programme is failing its Standard 8 pupils even if its grades improve — because the grades have been obtained by narrowing, not by developing.

The Kenya National Examinations Council sets the Standard 8 examination. The examination is reviewed every five years by a technical committee including KAERS-equivalent education specialists, university faculty, and practising teachers. The examination must assess higher-order thinking — application, analysis, and synthesis — not only recall. A Standard 8 examination that rewards rote memorisation is not a valid assessment of the comprehensive school programme.

SECTION 7: THE SCHOOL AS A BUILDING — THE KENYA SCHOOL STANDARD

The Kenya School Standard is the physical specification of every public primary school in Kenya. It is not a minimum standard — a floor below which schools may not fall but above which they may vary. It is the standard. Every school is built to it. The KSBC Design Studio produces the National School Type — a set of BIM-modelled, pre-engineered building designs for the Kenya School Standard, adapted to six climatic zones: Highland, Coastal, Semi-Arid, Arid, Lake Basin, and Urban High-Density. The design is identical in specification. The adaptation is in roof pitch, wall insulation, window placement, and material sourcing for local climate. The experience of the child inside is the same.

7.1 Site Requirements

Parameter	Specification
Minimum Site Area	4 hectares for a 2-stream school. 6 hectares for a 3-stream school. 8 hectares for a 4-stream school. Site acquisition is a county government responsibility. No school may be built on a site too small for the full facility standard.
Orientation	Classroom blocks oriented to maximise natural light from the north (in the southern hemisphere, north-facing rooms receive consistent indirect light — reducing glare and heat gain while maintaining brightness). All classrooms naturally lit to a minimum of 500 lux without artificial lighting during school hours.
Drainage	Site graded and drained to prevent waterlogging on pitches and courts. Paved areas drained to retention garden beds — no wasted water. Connects to the National Water Programme's ward-level water management.
Security	Perimeter wall or fence. Single controlled gate. Security lighting on all outdoor areas. The school is a safe space — physically and socially.
Accessibility	All buildings wheelchair accessible. Paved pathways between all buildings. Accessible toilets in every building. A child with a physical disability attends the same school as every other child in the catchment.

7.2 Classroom Specification

The classroom is the most repeated element of the school. Its design is non-negotiable.

Element	Specification
Dimensions	KG classroom: 8m × 7m = 56m². Primary classroom: 9m × 7m = 63m². These dimensions provide the minimum 2.8m² per KG child and 2.1m² per primary child — above the WHO minimum for healthy learning environments.
Natural Light	Windows on two walls — one long wall and one short wall. Adjustable louvres for ventilation control. No classroom has a single north-only window. Cross-ventilation is structural — not dependent on fans.
Walls	Three walls painted in a light neutral colour. One wall is a full floor-to-ceiling writable surface (whiteboard-painted plaster or whiteboard panel) — the teaching

	wall. Display boards on the remaining walls for student work.
Furniture	Moveable desks and chairs — not fixed benches. The furniture can be reconfigured for individual, paired, group, or whole-class work. Tables have writable surfaces. Every classroom has a teacher's desk and lockable storage cabinet.
Technology	One wall-mounted display screen connected to a teacher device. Every classroom has reliable power and data connectivity. The display screen is a teaching tool, not a television.
Storage	Built-in shelving for class library (minimum 50 books per classroom), science materials, art supplies, and student portfolios.

7.3 The Specialist Facilities — Full Specification

Science Laboratory

One science laboratory serves Standards 4–8. Capacity: 30 students (one class at a time). Fitted with: 10 laboratory benches (3 students per bench) with inset sinks, gas taps, and power sockets; a teacher's demonstration bench with fume hood; chemical storage cupboards (locked, ventilated); glassware and equipment storage; a preparation room for the laboratory technician; safety equipment (eyewash station, fire blanket, fire extinguisher, first aid kit). The lab is used for biology, chemistry, and physics — a shared instrument set covers all three disciplines.

Computer Laboratory

One computer laboratory serves the whole school on a rotating timetable. Capacity: 30 workstations (one per student in a primary class). Specification per workstation: current-generation desktop or laptop, 15-inch minimum display, keyboard and mouse, headphones. Server room with a local area network. Reliable power supply — solar with battery backup so the computer lab functions during grid outages. The computer laboratory is also the school's digital recording studio for the film and photography curriculum in Standards 6–7.

Woodwork Workshop

Capacity: 15 students working simultaneously (half class at a time, with the other half in metalwork or technical drawing). Fitted with: 15 woodwork benches with vices; wall-mounted tool racks (hand tools per bench: tenon saw, coping saw, chisels × 3, mallet, marking gauge, try square, smoothing plane); central power tool station with bandsaw, drill press, and belt sander (supervisor-operated only in Standards 4–5, student-operated under supervision from Standard 6); timber storage rack; finishing area with paint and varnish storage. Dust extraction on all power tools. Safety goggles mandatory.

Metalwork Workshop

Adjacent to woodwork. Capacity: 15 students. Fitted with: 15 metal-working vices on steel benches; centre punch, files, hacksaws, tap and die sets, soldering irons per station; central pillar drill; sheet metal folder; angle grinder station (supervisor-operated in Standards 4–6); introduction welding bay with two MIG welding stations (Standard 7 only, full PPE). Fire extinguisher and first aid kit. No metalwork workshop operates without a qualified metalwork teacher present.

Culinary Laboratory

One culinary laboratory serves Home Science and Life Skills across all standards. Capacity: 30 students working in pairs at 15 cooking stations. Each station: two-burner gas hob, work surface, sink with hot and cold water, storage for equipment. Central demonstration station for the teacher. Commercial refrigerator and freezer. Dry goods storage. Dishwashing area. The culinary laboratory connects to the school kitchen garden — students cook with produce they have grown from Standard 4 onwards.

Art Studio

One large art studio with north-facing skylights for consistent natural light. Capacity: 30 students. Fitted with: drawing boards and easels; large central tables for group work; ceramic sink with hot water; storage for paints, brushes, and materials; display rails for hanging work; lockable portfolio storage for each student. Connects to the pottery room through an internal door.

Pottery Room

Adjacent to the art studio. Capacity: 15 students (half class). Fitted with: 15 potter's wheels (electric, desktop-mounted); clay storage and wedging table; glazing area; electric kiln (capacity: 60-piece firing); drying shelves. The kiln fires once per week during term — the pottery room is in continuous productive use.

Music Room

Soundproofed. Capacity: 30 students in ensemble or 6 individual practice booths (4 students per booth) for instrument practice. Fitted with: 2 upright pianos or 30 electronic keyboards; guitar rack (15 guitars); percussion storage (djembe drums, snare drums, cymbals, xylophones); music stands; whiteboard with music notation staff lines; recording equipment for the school band. The music room is used before school, at lunch, and after school for practice — it is never locked during school hours.

Drama Studio / Theatre

A black box theatre: flexible space that can be configured as end-on, thrust, or in-the-round. Capacity: 150 seats in standard configuration, 200 maximum. Fitted with: basic stage lighting rig (18 lanterns, two dimmer racks); sound system (8-channel mixer, 4 speakers, 2 microphones); blackout curtains; costume and props storage room; green room (backstage preparation area); projection capability for film screenings. The theatre is the most public-facing facility in the school — used for assemblies, school productions, community events, and as a community venue on weekends and holidays.

Swimming Pool

25 metres long, 6 lanes, 1.0m shallow end, 1.8m deep end. Heated in highland schools above 1,800m altitude. Covered with a structure that provides shade in hot climates and wind protection in cooler ones — not a full enclosure except in the coldest highland zones. Filtration and chemical treatment system. Spectator seating for 100 on one long side. Pool store for equipment: kickboards, pull buoys, lane ropes, timing equipment. Changing rooms with showers — separate boys' and girls' changing, and a mixed-gender changing room for children under 8. Pool operating hours: morning from 6:30am for early training, curriculum lessons during school hours, open community swimming on weekends.

Library and Reading Room

Every school has a library. Not a cupboard of textbooks. A library — a room designed for reading, for browsing, for sitting quietly with a book that has nothing to do with any examination. Capacity: 60 readers simultaneously. Fitted with: a minimum of 3,000 books (a mixture of curriculum reference, Kenyan and African literature, world literature, non-fiction, periodicals, and books in Kiswahili,

English, and local language); reading tables and comfortable chairs; a librarian's desk. The school librarian is a qualified professional — not a teacher who has been assigned the library as an extra duty. The library is open from 7am to 6pm every school day.

Agricultural Plot and Kitchen Garden

A minimum 0.5-acre agricultural plot adjacent to or behind the school buildings. Divided into: classroom demonstration beds (managed by the agriculture teacher); student project beds (each class in Standards 4–7 manages one bed per term); the kitchen garden (supplies the culinary laboratory and the school dining hall with fresh vegetables, herbs, and where possible, eggs); a composting area; and a small orchard of fruit trees planted progressively over the school's life. The agricultural plot connects the school directly to the ward cooperative's extension officer — who visits once a month as a curriculum resource, not as an external visitor.

School Dining Hall

Seats the entire school in two sittings. A 2-stream school (560 children): 280 seats. A 3-stream school (840 children): 420 seats. Full commercial kitchen: industrial cookers, refrigeration, food preparation area, dishwashing area. The school meal programme provides one hot meal per day — cooked on site, using produce from the school's agricultural plot and supplementary supply from the ward cooperative. No child in a Kenya public school sits through the afternoon hungry. The dining hall doubles as a community hall for events outside school hours.

Medical Room

Staffed by a full-time school nurse — not a teacher with a first aid box. Fitted with: examination couch; basic diagnostic equipment (thermometer, blood pressure, pulse oximeter, vision chart); first aid supplies; basic medication store (paracetamol, oral rehydration salts, wound care) managed by the nurse; a private consultation area. The school nurse provides: daily health monitoring, first aid and triage, immunisation coordination with the county health system, health education sessions once per term, and mental health first response.

Counselling Room

A private, comfortable room — not an office. Furnished with: two comfortable chairs, a small table, a box of tissues, and nothing that makes it feel institutional. The school counsellor (see Teachers section) meets students individually and in small groups here. The room is confidential — no teacher or administrator may enter during a counselling session without invitation.

Multi-Faith Reflection Room

A quiet room for prayer, meditation, and reflection. No iconography of any faith. Clean walls, natural light, washable floor for Islamic prayer, chairs for those who sit to pray, a small bookshelf with texts from the Abrahamic faiths, the Bhagavad Gita, and secular philosophical texts. Open during school hours. Used by students and staff of all faiths and none. The message of the room is: this school makes space for the inner life of every child.

SECTION 8: TEACHERS AND THE TEACHING STANDARD

A school is its teachers. Every facility in the Kenya School Standard is worthless without the teacher who knows how to use it. The programme that determines what children learn is worthless without the teacher who can deliver it. The equal standard across all schools is worthless without equal quality of teaching across all schools. This is the hardest part of the programme — harder than building the pool, harder than writing the curriculum — because teaching quality is a function of recruitment, training, professional development, remuneration, and conditions of service that interact with each other and with the wider labour market in complex ways.

8.1 Teacher Staffing — A 2-Stream School

Role	Staffing (2-stream school)
KG Teachers	2 class teachers (one per stream per year) + 2 teaching assistants. KG teaching is a specialist qualification — not a posting for teachers awaiting primary school placement.
Lower Primary Class Teachers	6 class teachers (one per class across Std 1–3, two streams). Class teachers in Lower Primary teach literacy, numeracy, and social studies — the core subjects. They do not teach PE, music, or art.
Upper Primary Subject Teachers	Mathematics (1), English (1), Kiswahili (1), Integrated Science (1), Social Studies (1), Second Language (1). These six teach only their subject across Standards 4–8.
Practical and Technical Teachers	Woodwork/Metalwork (1 teaches both), Computer Science (1), Agriculture (1), Home Science / Life Skills (1). Each teaches across Standards 4–8.
Creative Arts Teachers	Visual Art and Pottery (1), Music (1), Drama (1), Film and Photography (1 — part-time, shared between 2–3 schools in Standards 6–7 only).
Physical Education Teachers	2 PE teachers for a 2-stream school — both must be multi-sport qualified. One specialises in athletics and aquatics (manages the pool programme). One specialises in team sports.
Support Staff	School librarian (1, qualified), school nurse (1, qualified), school counsellor (1, qualified — shared between 2 schools for a 2-stream school, dedicated from 3 streams), laboratory technician (1, covers science lab and computer lab).
Administration	Head teacher (1), deputy head teacher (1), administrative officer (1), caretaker/groundskeeper (2).

8.2 The Kenya Education Service

The Kenya Education Service (KES) is the national body responsible for teacher standards, teacher training curriculum, and the quality assurance of teaching practice across all public schools. It is the education system's equivalent of KAERS in agriculture — the standards body that ensures that a teacher trained at Kenyatta University and deployed to Marsabit is teaching to the same standard as a teacher trained at Moi University and deployed to Nyeri.

Element	Standard
Teacher Training	All primary school teachers complete a three-year Bachelor of Education degree at a KES-accredited institution. The degree includes: subject-specific content knowledge, pedagogical theory, practical teaching methodology, inclusive education, and a two-semester practicum in a school. KES sets the minimum curriculum for all B.Ed programmes nationally.
Continuing Professional Development	Every teacher completes a minimum of 40 hours of professional development per year — equivalent to one week. CPD is subject-specific, school-based, and externally provided in a 40/40/20 split. It is not optional and is tracked in the teacher's professional record.
Performance Management	Annual appraisal by the head teacher using a KES framework assessing: lesson planning quality, classroom delivery, student progress data, professional conduct, and contribution to school life. The appraisal is developmental — identifying support needs — not primarily disciplinary.
Remuneration	Teacher salaries are benchmarked against comparable professions requiring equivalent qualifications. The programme makes a direct commitment: a teacher posted to a school in Turkana or Mandera is paid the same salary as a teacher in Nairobi — plus a hardship allowance that reflects the cost of living in a remote posting. The equal standard requires equal teacher distribution. Equal teacher distribution requires equal compensation.
Housing	Every school in a rural or remote posting includes a staffing housing compound — modest but permanent housing for teachers who are posted away from their home county. A teacher should not turn down a Turkana posting because there is nowhere to live. The housing is built by KSBC to the same standard as the school.

SECTION 9: THE KENYA SCHOOLS BUILDING PROGRAMME

Every public school in Kenya is rebuilt or renovated to the Kenya School Standard within 15 years. This is not a promise made without a plan. It is a programme with a sequence, a budget, a delivery institution, and a monitoring framework.

9.1 The Delivery Institution

KSBC — the Kenya Structural Building Corporation — is the primary building contractor for the Kenya Schools Building Programme. KSBC does not build every school directly. It manages the programme, sets the quality standard through its Building Standards Institute, and builds in the regions where its own capacity is deployed. Private contractors compete for school construction contracts alongside KSBC through standard PPADA procurement. Every school built under the programme — by KSBC or by any private contractor — is inspected against the Kenya School Standard before handover. No payment is made on a school that does not meet the standard.

9.2 The Building Sequence

Phase	Programme
Year 1–3 (Priority Phase)	All schools currently operating without a science laboratory, a library, or a functional water supply are upgraded first. These are the minimum conditions for the curriculum to function. No secondary phase begins until every school has water, books, and science.
Year 3–7 (Full Upgrade)	Systematic rebuild or renovation to full Kenya School Standard by county. Two counties per year rebuilt in sequence determined by school condition survey. KSBC academy graduates deployed as site supervisors. Every school in the programme county receives: pool, theatre, full specialist facilities, dining hall, medical room.
Year 7–12 (Completion)	Remaining counties. New school construction in areas where population growth has outpaced existing school catchments. Urban densification schools — 4-stream schools in high-density wards where 2-stream schools are now insufficient.
Year 12–15 (Maintenance Cycle)	All schools on the Kenya School Standard. The programme transitions from construction to maintenance: a 10-year rolling maintenance cycle managed by the Settlement Maintenance Corps at county level, with KSBC responsible for structural and specialist facility maintenance.

9.3 The New School Standard — A Description

A new Kenya School Standard building — entering from the school gate — looks like this: the gate opens onto a paved entrance courtyard with a covered bicycle store on the left and the school's name and motto on the right wall, painted by former students in a mural that is replaced each decade. The administration block faces the entrance: a modest two-storey building housing the head teacher's

office, the administrative office, the staff common room, and the counselling room on the ground floor, and the library on the upper floor with its views over the school grounds.

The classroom blocks run north-south on either side of a central covered walkway — every classroom faces across the walkway to a planted courtyard with trees large enough to provide shade within five years of planting. The specialist facility block — science, computer, woodwork, metalwork, culinary, art, pottery — runs along the back of the site in an L-shape, connecting to the drama studio and music room at the far end. The dining hall is between the classroom blocks and the field, so that children walk through it naturally twice a day.

The field is full-size: a 100m × 64m football pitch with an athletics track around it. The basketball and volleyball courts are hard-surface to the east of the field, next to the pool building. The pool building is unassuming from outside — a low-pitched roof over a 25m pool whose skylights fill the interior with light. The agricultural plot runs along the back boundary of the site, connected to the culinary laboratory by a path through the kitchen garden.

The school is not monumental. It does not intimidate. It is a place where a four-year-old arriving for the first time feels safe, and a fourteen-year-old departing after ten years feels that something real happened to them here.

SECTION 10: FINANCING THE EDUCATION PROGRAMME

Education is not a cost. It is the highest-return investment a government can make — the one whose returns compound across a generation, multiplying in every sector of the economy simultaneously. The Kenya Schools Building Programme and the Kenya Education Service require substantial capital investment and substantial recurrent expenditure. Both are financed through a combination of national budget allocation, a dedicated Education Infrastructure Fund, and county co-investment obligations.

10.1 The Education Budget Commitment

The national government commits a minimum of 20 percent of the annual national budget to education — in line with the Dakar Framework for Education commitment that Kenya has signed but never consistently met. Of this allocation, a minimum of 30 percent goes to primary education. Teacher salaries, school operations, and the school meals programme are funded from this allocation. Capital investment in school construction and renovation is funded separately through the Education Infrastructure Fund.

10.2 The Education Infrastructure Fund

A dedicated Education Infrastructure Fund is capitalised at KSh 200 billion over 10 years — KSh 20 billion per year — from the national budget. This fund finances the construction and renovation of schools to the Kenya School Standard. It is a ring-fenced fund: it cannot be redirected to recurrent expenditure, cannot be used for non-school infrastructure, and cannot be accessed by county governments for purposes other than school construction and renovation under the Kenya School Standard.

10.3 The School Meals Programme

Every child in every Kenya public school receives one hot meal per day — cooked on site, using produce from the school's agricultural plot and supply from the ward cooperative. The school meals programme is financed from the national education budget at a per-child-per-day rate reviewed annually. The cooperative supply connection means that a portion of the school meals budget flows back to smallholder farmers in the ward — making the school a market for local agricultural production as well as a consumer of it.

10.4 The 20-Year Vision

Period	Vision
Year 1–5	Kenya School Standard established. KSBC National School Type designs complete and in production. Priority phase renovation underway — every school has water,

	books, and science. Teacher salary benchmarking complete. KES established and first revised B.Ed curriculum cohort enrolled.
Year 5–10	Full upgrade phase. 24 counties on full Kenya School Standard. Every child in those counties swims in the school pool, cooks in the culinary laboratory, and reads in a library. School meals programme universal.
Year 10–15	All counties on full Kenya School Standard. First cohort to have received the complete comprehensive programme from KG through Standard 8 exits to secondary school. National reading assessment shows 95%+ literacy at Standard 3 exit.
Year 15–20	Maintenance cycle active. Education outcomes measurably equal across counties. The gap between the best-performing and worst-performing county narrows to within 10 percentage points on national assessments. The comprehensive school has produced its first generation of Kenyans who were given everything.

Shule Ya Taifa. The Nation's School.

Every child in Kenya given everything.

One standard. No exceptions. No tiers. No variation.

PROGRAMME INTEGRATION APPENDIX

Shule ya Taifa — Primary Education — Cross-Programme Integration, Employment Summary and Legal Register

A. Employment Summary

Institution / Role	Permanent	Entry-Level	Entry Qualification and Pathway
ECDE Teachers (new positions)	134,914	134,914	ALL entry-level. KNQF Level 5 Diploma in Early Childhood Education. Entry: KCSE minimum C plain + 2-year ECD diploma.
Primary School Teachers (new positions)	60,000	60,000	ALL new positions — ALL entry-level. KNQF Level 6 BEd (Primary). Entry: KCSE C+ + 4-year BEd degree.
School farm and kitchen support staff (at every school)	8,700	8,700	ALL entry-level. Farm supervisor, kitchen cook, maintenance technician at every school — KNQF Level 2–3.
Science Wonder Programme coordinators (county level)	470	470	ALL entry-level. KNQF Level 5. Coordinates ward-to-county-to-national science fair pipeline.

Employment Summary	Figure

Total permanent positions (Year 10 steady state)	~204,084
Entry-level positions (KNQF Level 2–5)	~204,084
Reference — full programme employment register	Programme Integration Index (PII) Section Two

B. Cross-Programme Linkages

Every linkage below names the specific institution, data system, or instrument that creates the interface. Vague references are not listed — only confirmed operational connections.

Links To	Specific Linkage — Institution, Data System, or Instrument at the Interface
Chakula na Lishe	School feeding programme: NCPB cooperative sourcing contract provides 10 million meals/day (maize, beans, vegetable oil, salt from Ward Cooperatives). SK-1/SK-2/SK-3 kitchen types are KSBC standard components. School kitchen is the largest single food safety compliance challenge for KFSA — 30,000+ school kitchens require annual inspection.
Jamii na Ustawi	School attendance bonus for Child Benefit recipients: Ksh 500/month per child with attendance above 85%. NEMIS (National Education Management Information System) cross-references with CB payment records monthly. A household whose children are not attending school receives an OVC case worker visit within 7 days. Ward ECDE Centre (Jamii, within Ward Cooperative Facility) serves children aged 0–3 before ECDE entry.
Sayansi na Teknolojia	Science Wonder Programme: ward-level science fair (Standard 5–7) → sub-county fair → county fair → Kenya Schools Science Congress at Konza (attended by KAIST-K faculty and KSRI researchers). This is the innovation Asabiyyah pipeline from primary school to postgraduate research — a Standard 7 student who presents at the Science Congress and meets a KAIST-K researcher may become a KAIST-K scholar 10 years later.
Ardhi ya Taifa	School land PILG clearance: all new school sites require NLC PILG desk confirmation before KSBC construction mobilises. Existing school land titles are registered in ArdhiSasa as part of the national land audit.
Ulinzi na Usalama	NYS pipeline receives Form 4 completers who want a structured pre-corps experience. Secondary school (Elimu ya Kina) NIAS assessment for Form 4 leavers refers those with construction aptitude to KSBC Academy or KRCC, those with agricultural aptitude to KAERS, those with health aptitude to KNAC Academy. NYS is the bridge between Form 4 completion and corps entry for those not yet qualified for direct entry.

C. Legal Instruments and Constitutional Protection

Legal Instrument	Year	Pathway
Basic Education Act Amendment — Comprehensive School Standard mandatory for all public schools	Year 1	Simple majority
School Feeding Programme Regulations (under Kenya Food Security Act)	Year 1	Statutory Instrument
ECDE Act Amendment — ECDE teacher qualification standards, WECDC statutory authority	Year 1	Simple majority

D. Live Metrics and Accountability

Full cross-reference detail: Programme Integration Index (PII) — Sections 1, 2, and 3. **Live metrics:** NEMIS (National Education Management Information System). Monthly: school attendance rate per ward (target 95% by Year 5), school feeding compliance (target 100% of eligible schools), Science Wonder Programme participation (% of schools). Annual: ECDE enrolment rate, pupil-teacher ratio per county, Comprehensive School Standard compliance rate.